

**Handbook for Students, Site Coordinators, and Faculty of the
SUNY Buffalo State International Graduate Program for Educators**

Last updated: October 2019

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Handbook Introduction

This comprehensive Handbook contains the rules, policies, and guidelines for all students, site coordinators, instructors/workshop leaders (instructors/workshop leaders are herein referred to collectively as “faculty”), and other representatives of the International Graduate Program for Educators (IGPE) at SUNY Buffalo State.

The rules, policies, and guidelines outlined herein have been developed by IGPE Director Michael Lovorn as an intentional and conspicuous effort to ensure IGPE compliance with Buffalo State Graduate School and School of Education initiatives, and to streamline program-related communications among faculty, site coordinators, and students. All IGPE policies, procedures, and protocols are governed by and subject to the SUNY Buffalo State Directory of Policy Statements (DOPS), accessible at: <https://academicaffairs.buffalostate.edu/dops>. None of the following rules, policies, guidelines, or procedures are intended to be – nor should they be considered – inconsistent or contradictory to DOPS in any way.

The Handbook has been reviewed by the Dean of the Graduate School and approved by the Provost for Academic Affairs. All sections and subsections of this Handbook are to be considered effective immediately, and are to be enacted in conjunction with and in compliance with established rules, policies, and guidelines of the SUNY Buffalo State Graduate School and Office of Academic Affairs, and apply specifically to IGPE students, site coordinators, faculty and representatives, in all pre-course and post-course interactions, as well as in all traditional (face-to-face), virtual (online), and hybrid course formats and platforms.

The Handbook is comprised of three distinct sections. Section 1 outlines rules, procedures, and course-related expectations for IGPE students. Section 2 details procedures and expectations for designated site coordinators and partner school representatives. Section 3 articulates policies, procedures, and protocols for all IGPE faculty. Some information is repeated as necessary to be addressed in various contexts.

All students, site coordinators, and faculty are responsible for reading and familiarizing themselves with all sections and subsections of the Handbook prior to engaging in any IGPE-facilitated activities. Questions about policies, procedures, or expectations should be brought to the attention of IGPE staff in a timely manner.

The Handbook is a living document, and revisions, corrections, or amendments are made with regularity. The most up-to-date iteration may always be accessed at: <https://igpe.buffalostate.edu/forms-documents>.

IGPE Mission & Purview

IGPE Mission Statement: IGPE facilitates accredited, high-quality graduate coursework and professional development to teachers and administrators in international schools. We are committed to promoting and supporting international education by fostering global collaboration, inviting divergent perspectives, and celebrating diversity in its many forms and contexts. All IGPE endeavors are developed and intended to make positive contributions to teaching and learning processes, and in doing so, make the world a better place through education.

IGPE acts as chief facilitator for the scheduling and administration of approved SUNY Buffalo State courses and workshops offered for graduate credit in international schools. IGPE-facilitated courses are not offered to or available to domestic students or candidates who do not meet Graduate School admissions requirements as outlined on the IGPE website: <https://igpe.buffalostate.edu/admissions>. The IGPE office serves as the primary point of contact and first level of review regarding most issues involving instruction, courses, workshops, and evaluative measures; however, most IGPE-facilitated activities are ultimately approved and governed by the appropriate academic dean (School of Education, School of Professions, etc.), the Graduate School, and the Office of Academic Affairs at SUNY Buffalo State.

IGPE STUDENT HANDBOOK

All IGPE policies, procedures, and protocols are governed by and subject to SUNY Buffalo State Directory of Policy Statements (DOPS). None of the following rules, guidelines, or procedures are intended to be – nor should they be considered – inconsistent or contradictory to DOPS in any way. All IGPE stakeholders are encouraged to access DOPS in its entirety at: <https://academicaffairs.buffalostate.edu/personnel-policies-dops>.

1.1 Admission to the SUNY Buffalo State Graduate School

All potential program participants, regardless of status (degree-seeking, non-degree-seeking, professional development, or workshop participants) must apply for and be accepted to the SUNY Buffalo State Graduate School prior to sitting in, participating in, or earning credit for any IGPE-facilitated course or workshop.

The SUNY Buffalo State Graduate School will not grant retroactive graduate credit to any person who participates in IGPE-facilitated courses or workshops prior to program admission, regardless of circumstance.

The SUNY Buffalo State Graduate School maintains an applicant-managed admissions process. It is each applicant's responsibility to complete the application, collect or order all required documents, and submit all application materials and payments by posted deadlines. IGPE staff are not responsible for notifying applicants of incomplete applications.

Details about the IGPE online application and Graduate School admissions process may be found at: <http://igpe.buffalostate.edu/admissions>, but the following summary information may be helpful:

Applicants must hold a baccalaureate degree from a US-accredited institution, or an equivalent degree as determined by an approved evaluation company (see below). Students must have a minimum cumulative grade point average of 2.5 (based on a 4.0 scale) in the baccalaureate degree.

All degree-seeking and non-degree-seeking applicants must submit all required application materials (see below) and pay the application fee to the SUNY Buffalo State Graduate School prior to being considered for admission.

All submitted materials, including transcripts, third-party evaluations, and translated documents, become the immediate property of the SUNY Buffalo State Graduate School and will not be returned to the applicant or forwarded to any other entity (i.e. other universities) regardless of student request or application outcome.

Required application materials include:

1. All candidates must complete the **online application**. Degree-seeking candidates will apply through the following link: <https://connect.buffalostate.edu/apply/?sr=7d0cb5d1-4fec-4a23-b28f-cafc5921a8de>, and non-degree-seeking candidates will apply through the following link: <https://connect.buffalostate.edu/register/graduatenondegree>.
2. A nonrefundable **application fee** of \$65 USD may be paid online using a Visa or Mastercard. The payment portal is accessible in the online application.
3. All applicants are required to submit **official transcripts** from all higher education institutions attended. A transcript may be deemed “official” if it is sent through standard mail or e-mailed from the conferring college/university directly to the Graduate School (not to or from the student). Alternatively, official transcripts may also be submitted by the evaluation agency (see #5 below) along with the degree evaluation.

4. Applicants who completed their undergraduate degrees from a college/university where English is not the primary language of instruction must submit a **certified English translation** of all official transcripts. This translation must accompany the submission of the official or certified transcripts.
5. Applicants who earned their baccalaureate degree from a college/university outside the United States (and some parts of Canada) must submit all academic records for official “course-by-course with GPA” **degree evaluation**. The SUNY Buffalo State Graduate School accepts degree evaluations from SpanTran (<https://www.spantran.com>), World Education Services (<https://www.wes.org>), or Josef Silny & Associates (<http://www.jsilny.org>). Evaluations from other agencies will not be accepted.
6. All degree-seeking students are required to complete and submit the IGPE **English Proficiency Statement** found at: <https://igpe.buffalostate.edu/forms-documents>. The form requires signatures by the applicant and the applicant’s supervisor. Once these signatures have been secured, the form can be scanned and e-mailed to: igpeadmissions@buffalostate.edu. (Non-degree-seeking applicants are not required to submit the English Proficiency Statement.

Applicants are notified of Graduate School acceptance/denial via the e-mail address provided on the Application for Admission.

1.2 Communications with Faculty, Site Coordinators & the IGPE Office

All students and workshop participants are expected to maintain regular communication with course instructors, workshop leaders, site coordinators, and IGPE staff. It is the responsibility of each student or participant to initiate communication with the appropriate IGPE representative when she/he has a question about a course assignment, policy, or program expectations.

All e-mails and/or requests for communication from IGPE representatives or affiliates should be answered in a timely manner (within 48 hours under normal circumstances), and should maintain a professional, respectful, and academic standard appropriate for graduate-level study.

Failure to maintain regular, professional communication with IGPE course instructors, workshop leaders, site coordinators, and/or IGPE staff may result in grade reduction (as indicated in course syllabi), academic probation, or program expulsion.

Students who have questions about course or workshop formative or summative evaluations should bring them to the attention of the course instructor or workshop leader. Site coordinators and IGPE staff are not permitted to discuss grades with students. The IGPE Director will only get involved in discussions about grades in cases when a formal grievance has been filed.

Student academic grievance procedures and other pertinent information may be found in the Buffalo State Handbook of Student Policies, available at: <https://deanofstudents.buffalostate.edu/handbook-student-policies>.

1.3 Participation in & Earning Credit for Courses, Workshops & Conferences

All potential program participants, regardless of status (degree-seeking or non-degree-seeking) must apply for and be accepted by the SUNY Buffalo State Graduate School prior to sitting in, participating in, or earning credit for any IGPE-facilitated course or workshop.

The SUNY Buffalo State Graduate School will not grant retroactive graduate credit to any person who sits in or participates in IGPE-facilitated courses or workshops prior to program admission, regardless of circumstance.

Students are required to attend all course or workshop sessions without exception. Absences are not permitted, and attendance accommodations or adjustments may only be made by and at the discretion of the course instructor or workshop leader.

All students and workshop participants are expected to complete all activities and assignments as described and by predetermined timelines as noted in corresponding course syllabi, workshop outlines, and/or as explained by the course instructor or workshop leader.

Accommodations will be made with appropriate documentation of need, and participants' requests for assignment adaptations will be considered at the instructor's/workshop leader's discretion.

Evaluative measures and grading criteria are determined solely by respective instructors and workshop leaders. Students are strongly encouraged to seek clarity regarding all evaluative measures prior to starting work on given assignments. IGPE staff do not set the terms for course or workshop evaluation, do not review evaluative marks, and will not discuss grades with students.

Each credit earned in an IGPE-facilitated course or workshop requires 15 contact hours. A "contact hour" may be defined as 60 minutes of face-to-face time and/or time spent in direct contact with the instructor or engaged in course/workshop material. A three-credit course requires 45 contact hours. Due to the uniquely intensive design of IGPE courses and credit-bearing workshops, students who are unable to complete all 45 contact hours are ineligible for course credit.

Degree-seeking students must maintain an overall grade point average of 3.0 in the program. To clarify, grades of C are acceptable as long as the overall GPA remains at least 3.0. It is each student's responsibility to be familiar with SUNY Buffalo State Graduate School policies for academic probation and dismissal; accessible at: <http://ecatalog.buffalostate.edu/graduate/academic-policies/academic-probation-dismissal/>.

Regardless of when a course or workshop is offered, credit will only be posted to participants' official transcripts at the end of the corresponding semester. For instance, a course completed in February will only be posted to the official transcript in May of that same year (at the end of the spring semester). No exceptions can or will be made to this policy, regardless of request or need.

According to SUNY Buffalo State policy, students who do not complete all expected assignments and gradable work within one week after the end of the course may request an incomplete. The official IGPE 'Request for Incomplete' form is available at: <https://igpe.buffalostate.edu/forms-documents>. Each student is responsible for submitting a completed form to the instructor no later than the end of the regularly-scheduled class. All requests for incomplete are granted at the discretion of the instructor and in coordination with IGPE staff. If the instructor grants the students request for an incomplete, the student will have the first ten weeks of the next semester to complete the coursework. This timeframe is set by SUNY Buffalo State, not the instructor, and cannot be lengthened for any reason. If the coursework is not completed within this time, the student's final grade will be changed to an 'E' (failure).

Participants interested in earning graduate credit by attending an approved educators or leadership conference must be admitted to the SUNY Buffalo State Graduate School and must reach out to the instructor prior to attending the conference. Participants have the option of registering for one, two, or three credits for conference participation. The Conference Credit Information Packet delineates reflective activities required for earning one, two, and three credits. The most up-to-date Conference Credit Information Packet may be accessed at: <https://igpe.buffalostate.edu/forms-documents>.

SUNY Buffalo State ensures access to on-campus academic programs, services, and activities to qualified individuals with disabilities in accordance with guidelines established by the Rehabilitation Act of 1973, Section 504, and by the Americans with Disabilities Act of 1990.

The SUNY Buffalo State Student Accessibility Services (SAS) Office provides advocacy and coordinates appropriate accommodations for students with disabilities. To receive services, students must contact the office, provide appropriate documentation, and meet with staff. Together, students and staff plan for support before assistance is given. The SAS office website is accessible at: <https://sas.buffalostate.edu>.

1.4 Academic Integrity

IGPE and the SUNY Buffalo State Graduate School expect all students to demonstrate academic and professional behavior consistent with the highest ethical and moral standards throughout their pursuit of creative and scholarly interests in the program. These SUNY Buffalo State Student Code of Conduct is available at: <https://studentconduct.buffalostate.edu/sites/studentconduct.buffalostate.edu/files/uploads/Documents/Code%20of%20Conduct%20For%20Web.pdf>

Graduate students are responsible for educating themselves about standards for ethical research and scholarly conduct. They are also expected to display integrity in completing course assignments. Academic integrity policies may be accessed at: <http://ecatalog.buffalostate.edu/graduate/academic-policies/>.

Academic misconduct refers to plagiarism or cheating on examinations or assignments and is inconsistent with the aims and goals of Buffalo State. Specifically, students may neither use the work of another individual without proper acknowledgment nor perform work for another individual. Other examples of inappropriate academic conduct include prior acquisition or possession of an examination or submission of false data.

A sustained allegation of academic misconduct may result in a low or failing grade for part or all the coursework in question. This determination will be made at the instructor's discretion. No penalty for an alleged instance of academic misconduct may be imposed unless the student has been apprised of the allegation, the penalty, and the available procedures of due process.

A statement outlining formal college policies and procedures to be followed in cases of alleged academic misconduct is on file in each dean's office, the Academic Standards Office, in the Student Life Office and online at: <http://bscintra.buffalostate.edu/dops/policysect8/080400.pdf>.

Cases of severe infractions of acceptable standards may be brought before the Academic Misconduct Board, chaired by the director of Academic Standards, and may result in academic dismissal.

1.5 Degree Candidacy & Graduation

Application for Degree Candidacy (ADC) is a written agreement outlining the courses necessary to receive a degree. It is sent to all students at the time of their acceptance into the program.

Each student must complete the ADC and have it approved by IGPE Advisement Coordinator Nicole Calamunci (calamund@buffalostate.edu) prior to the completion of 12 credit hours within the program.

The ADC lists the student's plan of study (courses already taken and planned to be taken) as required for the Master of Science in Multidisciplinary Studies degree. The ADC also lists possible transfer courses/credits. Failure to submit the ADC prior to the completion of 12 credit hours may result in significant delays in the student's plan of study, completion of courses, and graduation.

Once a student's ADC has been approved, changes may only be made with the consent of the IGPE Advisement Coordinator and Director. This includes potential transfer credits that are submitted for evaluation after the ADC has already been approved.

Each student must submit a completed Application for Graduation to Registration Coordinator Cathy Beecroft (molendca@buffalostate.edu) no later than one semester before their anticipated graduation date. Each student must then apply for graduation by the appropriate semester deadline or the application for graduation will be processed for the following semester's graduation.

The official degree to be awarded upon conferral will be a 'Master of Science in Multidisciplinary Studies with a Programmatic Theme in International Education.'

Each student's formal name as represented on the Application for Admission will be the only name recognized by SUNY Buffalo State and IGPE, and the name on the Graduation Application must match the one on their Application for Admission. Any student who undergoes a name change at any point during the program should notify the Registration Coordinator prior to submitting Graduation Application.

1.6 Student/Instructor Dispute & Grievance

Students are strongly encouraged to comply with all rules and procedures implemented by course instructors or workshop leaders. In the event of an issue or dispute between course instructor and student, the student must begin by bringing the issue to the attention of the course instructor in writing (e-mail) and/or face-to-face, at the instructor's discretion. Together, the student and instructor should attempt to resolve the issue.

If the student and instructor cannot come to an amicable solution to the issue, both parties are encouraged to reach out to IGPE Director Michael Lovorn. Initial contact should be made via e-mail, and then if necessary, at Director Lovorn's discretion, either or both parties may speak via Skype, WhatsApp, phone, or similar. Director Lovorn will attempt to work with both parties to come to an amicable solution, documenting his recommendation in writing (likely e-mail).

If Director Lovorn's recommended resolution is not acceptable to both parties, additional steps will be made available to the student. To ensure process integrity and dignity of all involved, students will not be permitted to circumvent the aforementioned protocol. Students who attempt to skip steps or contact multiple IGPE representatives will be redirected to follow proper dispute procedure. Students who repeatedly circumvent or subvert proper dispute procedure will be immediately referred to the SUNY Buffalo State Dean of Students Office (<https://deanofstudents.buffalostate.edu>). All IGPE-led attempts at resolution will be halted as appropriate during investigations by the Dean of Students Office.

To ensure and protect course instructors' academic freedom, under normal circumstances, Director Lovorn and Graduate School Dean Miller will not entertain disputes over assignments or final grades. Exceptions will be made on a case-by case basis for students who demonstrate clear evidence of extreme deviation from expectations as outlined in the course syllabus or other egregious inconsistencies on the part of the instructor.

Student grievances that remain unresolved after these steps have been taken may be escalated to begin the protocol for SUNY Buffalo State student complaints, grievances, and appeals as outlined at: <http://catalog.buffalostate.edu/undergraduate/student-complaints-grievances-and-appeals.htm>.

IGPE SITE COORDINATOR HANDBOOK

All IGPE policies, procedures, and protocols are governed by and subject to the SUNY Buffalo State Directory of Policy Statements (DOPS). None of the following rules, guidelines, or procedures are intended to be – nor should they be considered – inconsistent or contradictory to DOPS in any way. All IGPE stakeholders are encouraged to access DOPS in its entirety at: <https://academicaffairs.buffalostate.edu/personnel-policies-dops>.

2.1 Role of the Site Coordinator

A site coordinator is a designated on-location (host site) volunteer who accepts responsibility to serve as a liaison between cohort participants and IGPE staff. The site coordinator is responsible for helping IGPE staff communicate pertinent information and timely announcements from SUNY Buffalo State, collect required program documents, select and schedule courses, and coordinate instructor visits. Naturally, a proactive and communicative site coordinator is critical for the success of any IGPE cohort.

IGPE staff invite the school head or director to appoint the site coordinator with the mutual understanding that the selected individual is to be in place prior to the launch of a new cohort. A site coordinator may be a school director, administrator, teacher, member of the support staff, program alumnus, or even on rare occasion an active program participant. In the event the selected site coordinator is an active program participant, it should be noted that, due to rules protecting student privacy, IGPE staff may be limited in their ability to communicate about the status of other program participants (see section 2.4 below).

Regardless of status, a good candidate for site coordinator is one who is widely considered a professional, responsive, proactive, well-organized, efficient, problem-solving communicator. The selected site coordinator should demonstrate the capacity and motivation to develop a working understanding of pertinent policies and procedures, important contacts, and academic calendars for both the host site and IGPE. It is important the site coordinator demonstrates understanding of FERPA laws and the need to protect students' privacy.

Once selected, the site coordinator works with IGPE staff to select and sequence courses and/or workshops for the cohort. After the site coordinator makes suggestions, IGPE Associate Director Brandon Kawa coordinates and sequences courses based on participants' preferences. The site coordinator then assists IGPE Registration Coordinator Cathy Beecroft in completing and returning accurate registration forms prior to the start of each course.

The site coordinator is the primary point person for all pre-course and post-course communications with instructors, and is asked to copy Associate Director Brandon Kawa kawabf@buffalostate.edu on all pre-course correspondence as appropriate so IGPE staff may stay abreast of important developments such as exact course dates, class meeting times, establishment of appropriate contact hours for the number of registered credits.

The site coordinator is also responsible for communicating with instructors about host site arrangements for lodging, meals, transportation to and from the airport, transportation to and from class, classroom location and arrangements, and other details related to her/his visit. The site coordinator should be prepared to communicate site-specific travel logistics and arrangements, including any changes, to the instructor as soon as possible.

The site coordinator is also the primary contact for the instructor when in country from the point of arrival to the point of departure. The site coordinator is encouraged share information of interest about the culture, local or regional customs, and appropriate attire (if relevant) with the instructor prior to her/his arrival.

It should be noted IGPE Associate Director Brandon Kawa schedules all instructor assignments. Site coordinators are invited to make requests, but should be aware that instructor assignments are subject to an

elaborate four-semester schedule designed to ensure instructional variety and vibrancy. Instructor requests will only be considered if they do not disrupt this cycle.

It should also be noted that an instructor may be scheduled for a maximum of two courses for any cohort. Exceptions must be approved by Director Lovorn or Associate Director Kawa prior to scheduling any course. Site coordinators are asked to refrain from making plans with instructors for upcoming courses without first checking with Associate Director Kawa, as this practice can create confusion.

Because the IGPE office must confirm each student's eligibility prior to the start of each course, the site coordinator is expected to send a comprehensive list of participants to the IGPE Advisement Coordinator at least two weeks prior to the beginning of each course.

The site coordinator is also responsible for distributing, administering, and collecting student opinion surveys (aka course evaluations) at the end of each course or workshop. This process should be carried out with careful attention to student confidentiality and anonymity. Respondents should be informed that, while they are asked to provide their names in the evaluation, this is merely a measure to ensure each student submits only one evaluation and that each set of responses is matched with the appropriate site location and cohort. This course evaluation may be accessed at: https://buffalostate.co1.qualtrics.com/jfe/form/SV_ahDKOYERbndRD2R.

Near the end of the program, IGPE staff will distribute a program exit survey. This exit survey instrument may be accessed at: https://buffalostate.co1.qualtrics.com/jfe/form/SV_9YVMotQQUj9Ygy9.

2.2 Communications with Students, Faculty & the IGPE Office

As mentioned above, an effective site coordinator is a professional, responsive, proactive, well-organized, efficient, problem-solving communicator. Because many people are relying on clear and concise information, the site coordinator must demonstrate the ability and willingness to communicate pertinent information and timely announcements from SUNY Buffalo State, collect required program documents, select and schedule courses, and coordinate instructor visits.

The site coordinator must develop a working understanding of pertinent policies and procedures, important contacts, and academic calendars for both the host site and IGPE, and perform all expected duties with the utmost attention to protecting students' privacy.

Regarding e-mail correspondence, the site coordinator is expected to maintain regular communication with students, course instructors, and IGPE staff. All e-mails and/or requests for communication from these IGPE representatives or affiliates should be answered in a timely manner (within 48 hours under normal circumstances), and should maintain a professional and academic standard appropriate for a program representative.

Failure to maintain regular, professional communication with IGPE students, course instructors, and IGPE staff may result in the removal of a designated site coordinator at the discretion of the host site chief administrator or Director Lovorn (see section 2.6 below).

IGPE Associate Director Brandon Kawa will establish a window of dates during which each course will be offered. The site coordinator will work closely with the instructor soon after (well in advance) to establish exact travel details and course dates and times. The site coordinator is also responsible for reserving adequate class meeting space for the established dates and times.

The site coordinator also assumes chief responsibility for working closely with the instructor to plan travel arrangements, lodging reservations, meals and other accommodations, instructor honoraria, and reimbursement of any previously-agreed-upon travel expenses. Please note: The instructor should receive the honorarium and full reimbursement for out-of-pocket expenses prior to her/his departure from the host site at the end of the course.

Each three-credit course requires 45 hours of contact time. Additional reading, preparation, and assignment completion times are scheduled on a course by course basis. Site coordinators and assigned instructors are granted latitude in scheduling the assigned hours using classroom time, online instructional time, and pre-course and post-course activities and assignments.

Site coordinators are encouraged to reach out to instructors to arrange course plans or schedules to suit individual program site needs, and to accommodate school vacations, breaks and schedules.

2.3 Student Privacy & FERPA

Due to the unique responsibilities of the position, site coordinators may have access to sensitive or private student information. Like all offices and programs at SUNY Buffalo State, IGPE takes the privacy and security of our student's records very seriously.

Site coordinators and designated host site administrators are considered agents of SUNY Buffalo State, and as such, are expected to follow all applicable protocols and policies regarding student privacy.

Privacy rights are outlined in the Family Educational Rights and Privacy Act (FERPA – 20 U.S.C., 1232g; 34CFR Part 99) and administered by the U.S. Department of Education. SUNY Buffalo State's policy statement regarding FERPA may be accessed at <http://bscintra.buffalostate.edu/dops/policysect1/011300.pdf>.

Student scores or grades cannot be displayed publicly where someone else can match the student with the score or grade. Student ID numbers are considered personally identifiable information and as such, must not be used in public displays in whole or in part.

The one exception to the prohibition on posting scores/grades is when an instructor assigns a unique identifier known only to the instructor and the student. If this method is chosen, the identifier cannot be composed of personally identifiable information such as birth date, phone number, etc., and the list cannot be in alphabetical or seating order. Even if all grades in a course are the same, those grades should not be posted.

If class rosters or attendance sheets are passed around class to take attendance, they must not include student ID numbers. Grades or degree audits distributed for purposes of advisement should not be placed in plain view in open mailboxes located in public areas.

Graded papers or tests should not be left unattended on a desk in plain view in a public area nor should students sort through them to retrieve their own work. Returning work to a student using a sealed envelope taped to a door with the student's name on it is not appropriate, as it makes student information available in a public place.

Information cannot be provided to others without written permission from the student except as noted under the Sharing Concerns about Students section, accessible at <https://registrar.buffalostate.edu/ferpa-faculty-and-staff>.

Items that cannot be disclosed to others without the student's written consent include: Student ID number, Banner ID, social security number, grades, scores, grade point average, attendance records, locations or times of courses in which a student is currently enrolled, courses the student has taken, credit hours earned, probation/dismissal status, gender, ethnicity, country of citizenship, veteran status, and test results.

Items that can be disclosed to others without the student’s written consent include: name, address, e-mail address, phone number, Skype or WhatsApp address, dates of attendance, part-time/full-time status, academic advisor, previous institution(s) attended, major field of study, awards and honors, and degrees conferred.

2.4 Accommodating Visiting Instructors

The site coordinator accepts primary responsibility for accommodating and assisting instructors before and during their visits. Typical accommodations include, but are not limited to: assisting the instructor with travel plans as needed, arranging airport transfer and daily transportation, arranging lodging and meals, ensuring access to adequate planning and instructional space, and securing honoraria and reimbursement for agreed-upon out-of-pocket expenses. Each of these responsibilities is discussed in more detail below.

Before the instructor’s visit – The site coordinator should take initiative to provide the instructor with all pertinent information about the school site and community as soon as practical. This information includes, but is not limited to: helpful tips to navigate the airport or city, visa information, drivers’ and staff members’ names, important cultural norms, and/or unique school arrival/entry procedures.

Prior to the instructor’s arrival, the site coordinator should also make an effort to provide a detailed transportation schedule, course schedule, classroom description, and up-to-date list of names and e-mail addresses of all students/participants. The site coordinator should also be willing to make necessary photocopies at the request of the instructor.

Travel planning – The host school is financially responsible for purchasing or reimbursing the instructor for her/his flights to and from the site. The site coordinator should be prepared to make recommendations regarding preferred airports, airlines, and arrival/departure procedures.

At the host school’s discretion, instructors may book their own flights. If the host site prefers to book the instructor’s flights directly, the site coordinator should gather all pertinent travel information from the instructor (or coordinate the instructor’s communication with the school travel agent). Instructors who are permitted to purchase their own flight may elect to submit their receipt for reimbursement at the time of purchase. This exception applies only to flight purchases. All other travel related expenses will be reimbursed by the end of the course.

Ground transportation – The host school is financially responsible for arranging and/or paying for the instructor’s airport transfers and daily transportation to and from the course site. The site coordinator should be prepared to make recommendations regarding preferred airports, airlines, and arrival/departure procedures. The site coordinator should also make arrangements for the instructor to be picked up and dropped off at the airport within a reasonable time relevant to their arrival/departure.

Finally, the site coordinator should make reasonable arrangements for the instructor to be picked up and dropped off before and after each class session. The host school is not financially responsible for arranging and/or paying for airport transfers and daily transportation of any of the instructor’s travel companions.

Lodging – The host school is financially responsible for providing and paying for clean, secure accommodations and internet connections for instructors in a hotels or private guest apartment. To ensure the instructor’s privacy and “down time” in between teaching episodes, home stays or shared accommodations are not permitted. The host school is not financially responsible for arranging and/or paying for lodging of any of the instructor’s travel companions or the instructor’s lodging for days deemed leisure travel.

Meals – The host site is financially responsible for instructor’s meal costs while in transit to and from the school and during the program while in country. The host site may provide meals as is customary at the school, or may opt to provide the instructor with a meal per diem.

If the host site opts to provide a per diem for meals, we recommend the rate be comparable to established by the US Department of State, accessible at: https://aoprals.state.gov/web920/per_diem.asp. The host site may also require the instructor to submit meal receipts. The site coordinator should inform the instructor of all meal-related rules or expectations prior to her/his departure flight.

Planning and instructional space – The host site is responsible for reserving adequate planning and instructional space for the duration of the scheduled course. We ask that while the instructor is on campus and not engaged in instructional activities, she/he be given a quiet Internet-equipped location, such as a library, to work and prepare for class.

Classes should be held in a comfortable, well-lit, adequately furnished space such as a classroom or library with Internet access and appropriate audio/visual equipment (i.e. projector, screen, computer, and adapter cables) and technical support. The site coordinator is responsible for securing and scheduling these spaces for the instructor and the cohort.

Honoraria and reimbursement – The host site agrees to pay the instructor an honorarium of \$2500 USD for teaching the course or leading the workshop. The host site also agrees to reimburse the instructor for any qualifying out-of-pocket expenses, which may include but are not limited to airfare, lodging, Internet access, meals, textbook/materials, mileage, airport parking, baggage fees, and visas.

We ask the site coordinator to collect the instructor’s invoice and ensure she/he is fully reimbursed for out-of-pocket expenses prior to her/his departure at the end of the course.

2.5 Resolving Issues

Perhaps the greatest service a site coordinator can provide is in proactively assisting IGPE staff in solving site-based issues that arise. While we all hope and plan for a smoothly run cohort, we realize distance, time zones, work priorities, school schedules, and limited means of correspondence and interaction can occasionally lead to miscommunication among partners. The site coordinator serves a critical role and should be involved in all correspondence and conveyance of information between IGPE and the host site.

In particular, the site coordinator should work to maintain open lines of communication between all parties, ensuring all site-based stakeholders have the most up-to-date information about scheduled courses, scheduled instructors, shared logistical responsibilities, registration deadlines, and payment requirements. Again, it is incredibly important for the site coordinator be efficient in all communications with IGPE staff. To this end, we ask the site coordinator to agree to a 48-hour turnaround on all program-related calls or correspondence.

2.6 Site Coordinator Replacement

We are committed to supporting the selected site coordinator’s accomplishment of the aforementioned responsibilities; however, we realize that on occasion, various issues, conflicts of interest, and/or other job expectations may arise that prohibit or impede the selected liaison’s ability to provide optimal efficiency and effectiveness as required in this critical position.

Reasons for site coordinator replacement include but are not limited to the following: job reassignment, time constraints, perceived conflict of interest, consistent breakdowns or delays in communications with students and/or IGPE staff, missed registration deadlines, repeated conveyances of inaccurate program information,

failure to distribute or collect proper program documents, failure to abide by IGPE policies or procedures, perceived nepotism, and any instance of intentional professional or academic malfeasance.

The site coordinator volunteers and serves at the mutual pleasure of the IGPE Director and host site administrators, and either party may request her/his replacement at any time for any reason. If one party feels a site coordinator replacement is warranted, she/he may begin the process by reaching out to the other, expressing concerns, and recommending a suitable alternative. Any dismissed site coordinator will be thanked for her/his service to IGPE and will not be subjected to any adverse admonishment or consequences.

IGPE FACULTY HANDBOOK

All IGPE policies, procedures, and protocols are governed by and subject to the SUNY Buffalo State Directory of Policy Statements (DOPS). None of the following rules, guidelines, or procedures are intended to be – nor should they be considered – inconsistent or contradictory to DOPS in any way. All IGPE stakeholders are encouraged to access DOPS in its entirety at <https://academicaffairs.buffalostate.edu/personnel-policies-dops>.

3.1 Graduate Faculty Appointment & Being Vetted to Teach for IGPE

Instructing IGPE-facilitated courses and leading IGPE-facilitated workshops is a privilege open to academic experts who hold a Ph.D., Ed.D., or equivalent terminal degree in a relevant field of study, and who have successfully completed the vetting process for SUNY Buffalo State graduate faculty.

All IGPE course instructors and workshop leaders must apply for and be granted Graduate Faculty Appointment status prior to conducting any academic activities on behalf of or in representation of SUNY Buffalo State. The Graduate Faculty Appointment Form may be found in Appendix C of this handbook.

Under normal circumstances, academic experts seeing to serve as IGPE instructors or workshop leaders must follow this step-by-step vetting process:

1. The applicant submits a current curriculum vita to the IGPE Director.
2. The applicant schedules an initial phone screening/interview with the IGPE Director.
3. At the IGPE Director's request, the applicant submits a 200-word rationale statement describing or justifying her/his expertise for each requested course.
4. Upon the IGPE Director approval, the applicant's credentials are forwarded on to the appropriate Academic Dean (School of Education, School of Professions, etc.).
5. Upon approval of the appropriate Academic Dean, the applicant's credentials are forwarded on to the Dean of the Graduate School.
6. Upon approval of the Dean of the Graduate School, the applicant's credentials are forwarded on to College Provost for final consideration.

The vetting process usually takes about one month to complete. Once vetted, the new instructor/workshop leader can be officially added to the course schedule rotation and/or formally introduced as the workshop leader. Graduate Faculty Appointments are valid for a period of one calendar year.

All instructors and workshop leaders are reminded that, during all times of service as agents and professional representatives of SUNY Buffalo State (i.e. while instructing IGPE courses or leading IGPE workshops), their IGPE-related responsibilities, ethics, and conduct are governed by the SUNY Buffalo State Office of Academic Affairs and the Directory of Policy Statements (DOPS). The complete DOPS is available at: <https://academicaffairs.buffalostate.edu/dops>.

Under normal circumstances, previously-vetted instructors may be re-vetted on a year-to-year basis at the discretion (and based on the scheduling needs) of the IGPE Director. All vetted faculty are required to submit an updated curriculum vita to the IGPE Director at least once per calendar year.

3.2 Communication with Students, On-site Personnel & the IGPE Office

IGPE's unique program design relies on instructors who are professionally attentive, well-prepared, responsive, proactive, well-organized, and efficient in their interactions with students, designated site coordinators, and IGPE staff. Instructors should keep in mind that IGPE courses are usually populated by cohorts of professional educators in international schools, and in addition to in-class activities, it is very important to keep them all well informed about all pre-course and post-course activities and announcement.

The instructor is expected to maintain regular communication with students, the site coordinator, and IGPE staff before, during, and after the course, as needed or required. All e-mails and/or requests for communication from these IGPE affiliates should be answered in a timely manner (within 48 hours under normal circumstances), and should maintain a professional and academic standard appropriate for a program representative.

Furthermore, the instructor is expected to:

- develop a working understanding of pertinent IGPE policies and procedures, and communicate with all stakeholders with them in mind;
- commit to representing the program with the utmost regard for the protection of students' privacy;
- maintain regular communication with the site coordinator in the months and weeks leading up to the start of the course, particular as it relates to travel developments, establishment of exact course dates/times,
- share the syllabus, the reading list, required course materials, and course expectations with all students as soon as practical; and at least one week before the course begins;
- initiate conversation/correspondence about academic progress, and provide timely, comprehensive, and personalized written feedback on each student's assignments and formal writing exercises; and
- explain all elements of the grading structure/system, remain consistent with the syllabus in all grading, and provide each student with a final grade in a timely manner (usually within two weeks of the end of the course); and
- submit all final grades to IGPE Registration Coordinator Cathy Beecroft (molendca@buffalostate.edu) in a timely manner (usually within two weeks of the end of the course).

Associate Director Brandon Kawa will establish a window of dates during which each course will be offered. The instructor will work closely with the site coordinator soon after (well in advance) to establish exact travel details and course dates and times.

The instructor is also expected to work closely the site coordinator in the planning of all travel arrangements, and/or to keep the site coordinator informed of all travel bookings. At the host site's discretion, the instructor may be allowed to purchase her/his own travel flight and request reimbursement. The site coordinator will also inform the instructor of all lodging reservations, and meal plans prior to the instructor's arrival. The instructor should receive the honorarium and full reimbursement for our of pocket expenses prior to her/his departure from the host site at the end of the course.

Each three-credit course requires 45 hours of contact time. Additional reading, preparation, and assignment completion times are scheduled on a course by course basis. Instructors are given full academic freedom and granted latitude in scheduling the assigned hours using classroom time, online instructional time, and pre-course and post-course activities and assignments. Instructors are asked to keep in mind that courses are being hosted in active international school settings, and students are professional teachers who may experience scheduled and unscheduled school-sponsored events that pose a temporary disruption to regular course activities. Instructors

are asked to arrange course plans or schedules to suit individual program site needs, and to accommodate the school day, and to consider making reasonable accommodations when necessary.

3.3 Syllabi

A syllabus is an organizational document intended to communicate information about a specific course, outline relevant scholarly expectations, and articulate student responsibilities. It is important to note that a syllabus also serves as a legally-binding contract between the instructor and students, informing all parties how to meet course expectations, and what will happen should they fail to do so.

Syllabi are living documents and should be designed to answer students' questions about a course. They should use clear and concise language, avoiding jargon unfamiliar to students, and should explain new concepts or rationales.

All IGPE course syllabi must maintain strict adherence to corresponding course descriptions in the SUNY Buffalo State Graduate Catalog, available at <http://ecatalog.buffalostate.edu/graduate/>.

As course titles and descriptions have been formally approved by the College Senate, instructors are not permitted to alter them in any way. Similarly, all workshop activities, instructional strategies, and evaluative measures must maintain strict adherence to corresponding outlines and plans as described in the original, approved proposal.

All syllabi are reviewed annually for compliance, clarity, rigor, and relevancy. The IGPE Director or Associate Director may make periodic requests for updates or revision to syllabi as needed. As indicated in the syllabus template, each course syllabus must include the following components:

- official SUNY Buffalo State course title and course number;
- official SUNY Buffalo State course description, describing the purpose of the course;
- number of graduate semester credits (typically three);
- all required readings and any other materials to be used in the accomplishment of the course;
- all student learning outcomes (SLOs) and/or learning objectives;
- concise outline of all synchronous hours of instruction;
- comprehensive outline of course activities and assignments;
- A-F grading scale;
- detailed evaluation procedures to be used; and
- all policy statements (attendance, disability services, academic dishonesty, etc.) as required by the SUNY Buffalo State Graduate School.

When teaching a course for the first time, instructors are welcome to request old syllabi from IGPE Associate Director Brandon Kawa. If available, Brandon will e-mail the latest draft to be used as a guide. Instructors are permitted to make reasonable revisions to syllabi and assignments, as long as they conform to the design of the official IGPE syllabus template, available at: <https://igpe.buffalostate.edu/forms-documents>. All syllabi should clearly account for 45 contact hours.

The Instructor should submit an electronic copy of the course syllabus to IGPE Associate Director Brandon Kawa no later than one month before the start date of the course. The instructor is expected to share the course syllabus, complete with a course schedule to the site coordinator and all students no later than one week before the start date of the course.

3.4 IGPE Outcomes

In compliance with SUNY Buffalo State program quality standards, IGPE administrators have identified the following program outcomes. All course activities, including instructional strategies and student engagement endeavors, should support at least one of the following program outcomes.

1. Recognize individual needs of students and differentiate curriculum and instruction to meet these needs.
 - 1.1 Use appropriate instruments to identify individual learning profiles, readiness levels, and student interests as a basis for instructional decisions.
 - 1.2 Design and implement lesson plans that reflect differentiation of curriculum, instructional strategies, and best practices.
 - 1.3 Utilize assessment strategies that reflect the individual differences of students and correlate with methods of instruction.
2. Identify and apply best practices in creative problem solving to meet challenges and demands in international school settings.
 - 2.1 Demonstrate creative thinking and problem solving approaches in curriculum, pedagogy, and assessment.
 - 2.2 Establish a physical and emotional environment to support creative teaching and learning.
 - 2.3 Facilitate students' development of their own creative thinking skills, processes, and products.
 - 2.4 Demonstrate flexibility, willingness to change, openness to new ideas and alternative viewpoints, in meeting professional and personal goals.
3. Demonstrate leadership skills and abilities.
 - 3.1 Analyze a unit plan for content, design, instructional strategies and appropriate assessments.
 - 3.2 Evaluate the effectiveness of instruction and curriculum.
 - 3.3 Collect data and provide feedback on observable classroom practices.
 - 3.4 Evaluate the complexities of teaching and the nature of your own practice.
 - 3.5 Design and provide professional growth opportunities.
4. Use data-based decision-making for school improvement and practice.
 - 4.1 Design multiple learning activities with appropriate assessment tools that align to specific content and skill outcomes.
 - 4.2 Use the data from pre-assessments, formative assessments, and summative assessments to inform teaching practice.
 - 4.3 Develop and implement action research study to evaluate curriculum, instruction, and/or school programs.
5. Develop and expand skills in the educational application of technology.
 - 5.1 Apply current ISTE Standards for Educators, available at: <https://www.iste.org/standards/for-educators>.

3.5 Course Instruction & Grading

Instructor assignments are made by Associate Director Brandon Kawa. Adjunct instructors are asked to refrain from suggesting or scheduling upcoming courses with site coordinators as this creates confusion and can disrupt our scheduling cycle.

Under normal circumstances, an adjunct instructor may be scheduled for a maximum of two courses for any cohort. This policy is in place to ensure instructional variety. Exceptions must be approved by Director Lovorn or Associate Director Kawa prior to scheduling any course.

Any student undergoing professional reassignment, planning a move, or encountering any other unforeseen circumstances likely to disrupt program continuation should be referred to IGPE Advisement Coordinator Nicole Calamunci. Adjunct instructors are not to act as advisor or make arrangements to continue with the student as an independent study without prior approval from Advisement Coordinator Calamunci.

Director Lovorn or Associate Director Kawa should be kept informed of course administration decisions or changes in course dates or schedules. The site coordinator should also be kept informed of these developments.

All assignments, activities, and graded work should be accounted for in the syllabus. Reasonable pre-course and post-course assignments may be assigned at the instructor's discretion, provided they are included in the original syllabus and they comply with SUNY Buffalo State out-of-class work policy as outlined in DOPS and available at: <http://bscintra.buffalostate.edu/dops/policysect1/011600.pdf>.

Instructors are expected to provide each student with written feedback for each assignment completed throughout the course. Feedback should consist of detailed information intended to elaborate on perceptions of demonstrated skills or to explain evaluative marks. Instructors should adhere to the structure of the syllabus, maintain course rigor, and give students appropriate credit for their work.

IGPE office does not issue grade reports, so instructors are expected to provide each student with a written report of her/his final grade in a timely manner (typically within two weeks of the end of the course).

IGPE Registration Coordinator Cathy Beecroft will send the instructor a grade roster once all course registrations have been processed. Instructors are to submit final grades directly to Registration Coordinator Beecroft by the semester deadline set by the SUNY Buffalo State Registrar's Office. Instructors are reminded that late grades have a significantly negative impact on students' progress and may delay graduation.

According to SUNY policy, students who do not complete all expected assignments and gradable work within one week after the end of the course may request an incomplete. The student is responsible for submitting a completed 'Request for Incomplete' form no later than the end of the regularly-scheduled class. This form is available at: <https://igpe.buffalostate.edu/forms-documents>.

All requests for incomplete are granted at the discretion of the instructor and in coordination with IGPE staff. If the instructor grants the students request for an incomplete, the student will have the first ten weeks of the next semester to complete the coursework. This timeframe is set by SUNY, not the instructor, and cannot be lengthened for any reason. If the coursework is not completed within this time, the student's final grade will be changed to an 'E' (failure).

3.6 Instructor Honoraria, Expenses & Reimbursement Procedures

The current recommended instructor honorarium is \$2500 USD per three-credit course for up to 25 students. According to SUNY Graduate School policy, each course may enroll up to 34 students with the instructor's approval. The instructor is to be paid an additional \$50 USD per student over enrollment of 25. For instance, a class with an enrollment of 30 would result in an honorarium of \$2750 USD being paid to the instructor.

The honorarium and all reimbursable out-of-pocket travel expenses incurred by the instructor should be paid by the host site no later than the end of the course. Instructors who incur out-of-pocket travel expenses should submit an itemized invoice (with attached receipts as appropriate) to the site coordinator prior to the end of the class.

Typical qualifying out-of-pocket expenses for which the instructor may be reimbursed include but are not limited to airfare, lodging, Internet access, meals, textbook/materials, mileage, airport parking, baggage fees,

and visas. Host sites may alter this arrangement as is customary provided they inform the instructor in advance. If the instructor has questions about reimbursable expenses, she/he should consult IGPE staff or the site coordinator in advance.

3.7 Travel-related Policies, Procedures & Expectations

As a condition of on-location assignment, instructors are responsible for researching and securing all required travel documents (passports, visas, etc.) well in advance of any scheduled course. Instructors should also maintain regular communication with the site coordinator about the status of pertinent documents and travel itineraries. Site liaisons and finance personnel have been informed that instructors are to be reimbursed for basic applicable visa fees, but that instructors are responsible for any fees incurred for expedited or emergency visa processing due to late application or other avoidable circumstances.

It is the instructor's responsibility to plan ahead in regards to travel documentation. Instructors who are US citizens are encouraged to check the US Department of State website (<http://travel.state.gov>) for travel requirements to the host country. Instructors are also encouraged to consult the site coordinator and other sources for appropriate customs, mannerisms, and dress in the host country.

Travel arrangements should be booked only after the IGPE Associate Director Brandon Kawa, the instructor, and the site coordinator have agreed on course dates. This agreement should be confirmed in writing before the instructor makes any travel plans.

Flight planning and purchasing is made at the discretion of the host site. With host site approval, the instructor may book her/his own flight. Instructors who opt to book and/or pay for their own flight should invoice to the host site immediately (for airfare only) at the time of ticket purchase for reimbursement. All other costs should be invoiced to the host site at the time of instruction. All IGPE instructors are required to purchase lowest fare economy tickets.

Alternatively, instructors may request IGPE Associate Director Brandon Kawa to book their flights through the SUNY Buffalo State travel agency Direct Travel. After researching preferred airlines and options for flight dates and times, the instructor should share this information with Brandon as soon as possible.

Regardless of how the ticket is booked, all flight itineraries must comply with SUNY Buffalo State travel policies. For complete information on these policies, instructors are encouraged to visit the SUNY Buffalo State Travel Services website at: <https://travelservices.buffalostate.edu>.

Instructors are responsible for any optional or personal travel expenses planned before, during or after the course. Instructors are also responsible for all expenses related to any travel companions.